

Ceramics I

McCabe Fall 2015
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Syllabus

Course Description:

Ceramics involves the use of fundamental design principles and skills to construct clay forms, some of which are *utilitarian* in purpose and others, which are most sculptural in nature. Design problems are presented to the student enabling him/her to develop creative ideas into ceramic forms through the use of basic design concepts, skills, and techniques.

Course/State Objectives and Descriptions:

This course is designed to provide a fundamental experience in ceramic design and provide an outlet for expression. Knowledge of three-dimensional design is important in the making of ceramic forms because it allows us to intensify our powers of perception. Ceramics provides the student with a chance to invent and express original ideas through a highly tactile medium. Backed with historical to present day artists, the student is assured *uniqueness* by imposing his or her own order to the material. Our principle target is creative, *conceptual problem-solving*, achieved through an awareness of design.

Various *glazing* techniques are presented to the student as a means of finishing and decorating ceramic forms.

Craftsmanship, design quality, and sound construction, along with a familiarity of the tools and terminology is the central focus of the course.

Course Outline and Schedule:

- Wedging
- Thumb Nail Sketches
- Initials Stamp **-50 points**
- Pinch Pot (Maraca) **-100 points**
- Press Mold Vase **-100 points**
- Coil Pot **-100 points**
 - Egyptian Canopic Jar, w/ Cap lid
- *NEW* Digital Photo Documentation (DPD Baby!) **-20 points**
- ***Extruded Mug with Pulled Handle **-100 points**
- Participation Points **-120** (three points per day)

Grading and Evaluation:

- Grades will be proof of a semester's accumulated work, an 18 week cumulative final grade.
- Grading rubrics will be given out and explained for each project.
- Classroom Participation(work habits, management, responsibilities) will account for a significant portion of your overall grade.
- Final exam will be worth 10% of the total grade.
- Grading Scale:
A= 100%-90%, B= 89%-80%, C=79%-70%, D=69%-60,
F= 59% and belowoooooooooooo.....

Classroom Policies:

- **CLAY THROWING WILL NOT BE TOLERATED!!!** Clay throwing will be immediately followed by a trip to the dean's office.
- Be sure all projects are school appropriate in design. Dean involvement will be pursued for projects of questionable intent(and will consequently be confiscated).
- **Capitol Crime:**
Ceramic pieces at all stages of production are prone to destruction and should *always be handled with extreme care*. Having said this, *never ever* touch anyone else's work, ever ever!
Students must be responsible for guarding their own work at all times. Any damaged work is that student's responsibility to make up, replace, redo, unless otherwise determined by the teacher.
- Idle time is not permitted during regular period hours. If a class project comes to an early completion, there will be plenty of classroom maintenance to occupy idle time, just ask!

Attendance:

Absences:

Due the nature of the course, classroom assignments are completed in class and so, it will be the students responsibility to arrange with teacher to make up missed work.

Tardies:

You must be in your assigned seat when the bell rings.

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ZERO HOUR- Tardies, Absences, and Unexcused .

- Tardies and unexcused absences will result in the deduction of that days classroom participation points.
- Six tardies, absences, and/or unexcused absences will result in a detention for each offence up to the ninth. Upon nine the ninth offence, the student will possibly dropped from the class.



CLASSROOM PARTICIPATION

ART IS AN IMPORTANT COMPONENT OF THE CURRICULUM AND VALUED BY THE COMMUNITY. ART EDUCATION BUILDS DEXTERITY AND VISUAL PROBLEM SOLVING SKILLS APPLICABLE TO CAREERS BEYOND THE TRADITIONAL FIELDS OF ART.

DUE TO THE DIVERSE NATURE OF THE ART CLASSROOM IN ALL ITS TOOLS, MATERIALS, AND PERSONALIZED PROJECTS OF LENGTHY DURATIONS, IT IS NECESSARY FOR STUDENTS TO BE CONSCIENTIOUS OF EACH OTHER, AND THEIR ENVIRONMENT, SO AS TO MAXIMIZE A POSITIVE EXPERIENCE FOR EVERYONE. SHOULD AN INDIVIDUAL DEVIATE FROM THE EXPECTATIONS COVERED AT THE START OF THE SEMESTER; HE/SHE INVARIABLY DISRUPTS THE LEARNING ENVIRONMENT FOR ALL BY DISTRACTING MY TEACHING TO CORRECT THAT STUDENT'S BEHAVIOR.

IN OTHER WORDS: THAT STUDENT IS NOT PARTICIPATING EFFECTIVELY AND WILL SUFFER IN GRADE POINTS (AS WELL AS A POSSIBLE REFERRAL TO THE DEAN) AS A RESULT FOR EACH OFFENSE.

REASONS FOR DEDUCTION OF PARTICIPATION POINTS:

1. **–talking during times of class quiet (such as during the a.m. school announcements)**
2. **–talking out of turn during class discussion**
3. **–initiating/contributing to conversation on topics of drug/ alcohol/ tobacco use, sex and violence**
4. **–initiating/ contributing to conversations that question/ attack the character of individual students/ staff/ parents**
5. **–initiating/ contributing to ethnic/ gender/ sexual orientation slurs or swearing**
6. **–talking/ laughing/ generating unnecessary noise too loud**
7. **–expressing needs impolitely to peers or instructor**
8. **–coming to class unprepared**
9. **–too slow to start/ too soon to stop work for the day**
10. **–failure to stay on task**
11. **–failure to stay at appointed work station**
12. **–mishandling of tools/ materials**
13. **–disrespecting/ defacing of school or personal property**
14. **–roughhousing**
15. **–sleeping in class**
16. **–causing disturbance at sink**
17. **–leaving room with out permission**

18. –eating/ drinking/ operating cell phones/ radios (with-w/out headphones), digi-games

19. –neglecting to effectively clean-up/ organize work station

20. –congregating at the door

21. –throwing clay!!!